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## A Professional Investigation Of The Teachers Of The Booker T. Washington And The Lincoln High Schools Of Dallas, Texas

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A PROFESSIONAL INVESTIGATION OF THE  
TEACHERS OF THE BOOKER T. WASHINGTON AND  
THE LINCOLN HIGH SCHOOLS OF DALLAS, TEXAS

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DADE

1948



A PROFESSIONAL INVESTIGATION OF THE TEACHERS OF  
THE BOOKER T. WASHINGTON AND THE LINCOLN  
HIGH SCHOOLS OF DALLAS, TEXAS

BY

BILLYE E. DADE

Submitted in partial fulfillment of the requirements for  
the degree of Master of Science in the Graduate  
Division of Prairie View Agricultural  
and Mechanical College,  
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## DEDICATION

This thesis is dedicated to the writer's wife, Wilene, and to his little daughter, Barbara Jean.

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## CHAPTER I

## INTRODUCTION

## Statement of Problem

This problem is a study of the training, experience, teaching load, and subject combinations of the 67 teachers who filled out the questionnaire that the writer handed out in the two Negro high schools of Dallas, Texas. Primarily this study is to tell "what" and not "why."

The following are the questions which the writer has attempted to discuss in order to determine the professional status of the teachers:

1. What is the academic status of the teachers?
2. To what extent do the teachers participate in professional activities?
3. How much teaching experience have the teachers had in their present positions?
4. How much teaching experience have the teachers had in other schools?
5. How much experience have the teachers had in non-school positions?
6. What is the teaching load of the teachers?
7. Are the teachers teaching a combination of related courses?
8. Are the teachers teaching in unrelated fields?

The writer hopes to answer the foregoing questions and give some information concerning the requirements for majors and minors in the various fields. The teaching load is to be determined statistically. The professional preparation will be determined in terms of courses



taken in regular college or university classes. The study will also consider membership in professional organizations, and contributions made to professional literature.

### Importance of Study

The writer thinks this study is important because it gives facts and figures on the status of the Negro high school teachers in the second largest city of Texas. This study should reveal the shortcomings as well as the excellencies, if there are any, of the teaching personnel and form a basis upon which improvement might be made. In this study the author is attempting to find whether any inconsistencies do exist in the training, and placement of teachers in teaching positions. This should be important in that it will serve as a guide in an evaluation of a school. This study is important because it gives some of the criteria upon which schools will be evaluated, and gives administrators and teachers an idea of some of the things to expect.

The way the teaching load is worked out should be important because the time spent in extra-class activities is combined with the time spent in regular class activities and the computation is worked out according to Douglass's formula.<sup>1</sup>

### Limitations of Study

This study is limited to the two Negro high schools of Dallas,

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<sup>1</sup>Douglass, H. R. Administration of Secondary Schools. pp. 114-21.



Texas. These are four-year high schools in which approximately eighteen hundred pupils are enrolled. Sixty-seven teachers filled out the questionnaire. The clerks, deans, principals, study-hall teachers and other administrative officers were not asked to fill out one of the forms. This was because the study called specifically for teachers and their class activities. One or two of the teachers had forgotten how their high school transcript read, but as a whole the author was able to find the desired information.

The course offerings in these schools include English, Latin, Spanish, mathematics, science, social studies, music, art, journalism, health and physical education, wood shop, mechanical drawing, metal work, auto-mechanics, and photography. In the white high schools of the city there are some courses which the Negro high schools do not have. Among these are printing, cosmetology, French, and other technical courses.

#### Method of Procedure and Sources of Data

The questionnaire was made by the author, based on the form used by the Cooperative Study of Secondary School Standards. This questionnaire was first sent to the advisor of the writer, and after his comments and recommendations it was given to the teachers to fill out. On this questionnaire were such items as the number of high school units earned, and the fields in which they were earned. Other items included the number of semester hours earned and the fields in which they were earned in colleges and universities. The professional activities in terms of hours in professional courses, membership in professional organizations, contribution to professional literature, and appearances on professional



programs were requested. School experience and non-school experience, and the number of pupils taught daily were other items.

For the sake of convenience and comparison the teachers have been separated according to gender in many cases.

There are tables showing the kinds of institutions attended, the number and per cent of teachers with the bachelor's and the master's degree, the number and per cent of teachers teaching in their field of specialization, the number and per cent that hold membership in professional organizations, and the teaching load and subject combinations.

The investigation involves a careful review of some of the existing literature related to the problem so that it might be used as a basis for comparison. Personal visitations were made to the teachers in order to clarify items of information desired on the questionnaire. In the W. R. Banks Library of Prairie View Agricultural and Mechanical College the existing theses, professional publications, books, and other references were used.

### Definition of Terms

Academic training as used in this thesis means the amount of formal training that the teacher has acquired in subject matter fields in schools, colleges, and universities. This preparation is given in terms of semester hours. The transformation of high school units to semester hours is done by multiplying each unit by six.<sup>2</sup> Professional training is defined in terms of courses in the history and principles of education,

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<sup>2</sup>How to Evaluate a Secondary School. Cooperative Study of Secondary School Standards, Form M, p. 152, Washington, D. C.



methods and practices of teaching, educational administration and supervision, educational psychology, guidance, statistics, curriculum making, educational measurements, mental hygiene, pupil activities, library training, and others.<sup>3</sup>

Experience as used in this thesis means the number of years spent teaching in the Booker T. Washington and Lincoln High Schools and in other schools and colleges. The non-school experience means the number of years spent on other jobs and positions. This non-school experience is studied in order to learn whether it contributes to the efficiency as a teacher.

Teaching load takes into consideration not only the number of pupils in the teacher's class, but also the subject taught, the number of class periods taught, the amount of duplicate preparation, and the amount of non-teaching activities.<sup>4</sup> Subject combination means the combination of courses that the teacher teaches each day, whether in related or non-related fields.

#### Previous Related Studies

In Texas there has been a similar study of the Anderson High School of Austin. According to Brown<sup>5</sup>, the report from the committee is not yet ready for distribution; therefore, no attempt is made here to

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<sup>3</sup>Ibid., p. 152.

<sup>4</sup>Ibid., p. 72.

<sup>5</sup>Brown, J. L., Associate Supervisor of Negro Education of the State of Texas. Personal report to the writer, June 22, 1948.



discuss the findings. Austin<sup>6</sup> made a study of the training of principals in East Texas in which he found that many of the elementary principals did not have the bachelor's degree, and that only seven of thirty-two high school principals had the master's degree. Adsit<sup>7</sup> made a study of the professional status of teachers in small high schools of Louisiana in which he found that the training, experience, and teaching load were comparable with that found in other small high schools.

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<sup>6</sup>Austin, R. S. "A Comparative Study of the Training and Experience of East Texas Principals." Unpublished Master's Thesis, Prairie View A. and M. College, 1944.

<sup>7</sup>Adsit, John. "The Training, Experience, Teaching Load, and Subject Combinations in Small High Schools of Louisiana." Master's Thesis, Louisiana State University, 1944.



## CHAPTER II

### THE TEACHING PERSONNEL

#### The Academic Training of the Teachers

A competent staff of teachers is one of the indispensable elements of a good school. Such a staff should not be merely a collection of individually competent persons. It should be a cooperating group having common purposes and motivated by common ideals. Each member of such a staff should give evidence of an awareness and understanding of educational problems and continuous growth.

The number of staff members should be adequate for the curriculum offered, the school's enrollment, and the special needs of the pupils. The teaching load and the total working load should be such as not to endanger educational efficiency. In the membership of the staff should be found both experience gained by years of service and vigor and enthusiasm characteristic of youth. In the selection of the staff members attention should be given to teaching ability, personality, health, and character. Each staff member should have broad, general scholarship, thorough preparation in his special field, professional competency, and reasonable social development.

Morrison<sup>1</sup> says that it is a rare case, indeed, that the training of a young teacher can be dispensed with as soon as he has taken his degree in education and received his appointment to the teaching staff. He further states that the academic department of the institution from which

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<sup>1</sup>Morrison, Henry C. The Practice of Teaching in the Secondary School. p. 583.



he graduates ought not to grant him a degree until he is pedagogically equipped to teach, and that he should be trained for a long time in the practice of teaching.

From the foregoing statements the reasoning seems to point out that all members of the staff who are entrusted with teaching the youth should themselves be persons of educational scholarship, of the necessary academic scholarship, and of professional maturity.

TABLE I. KINDS OF INSTITUTIONS IN WHICH TEACHERS RECEIVED THEIR TRAINING

Type of institution	Number of teachers
State colleges and universities	10
Agricultural and technological institutions	13
Private colleges and universities	44
Teachers colleges	0

Table I shows the type of institutions from which the 67 teachers received their bachelor's degrees. It is significant to note that no teacher received training in a teachers college designated as such. According to Campbell, in his report to the Joint Committee on the Study of Curricula of the Southern Association of Colleges and Secondary Schools:

The . . . State Teachers Colleges were established and maintained for the definite purpose of preparing teachers for the public schools of the state. The field of service of the . . . State Teachers College, therefore, includes the education of teachers for all departments of the public schools, from the kindergarten to the high school, including the preparation of teachers of



the special subjects taught in the public schools of the state.<sup>2</sup>

The agricultural and technological schools, as their names imply, give instruction in the fields of agriculture and technology; however, many of them have added courses for the training of teachers.

The private colleges, from which 65.7 per cent of the teachers graduated were institutions organized more or less for education under "positive Christian influences." Most of these colleges now offer courses for the training of teachers.

TABLE II. EXTENT OF TRAINING OF TEACHERS

Staff members	Bachelor's Degree		Master's Degree	
	Number	Per cent	Number	Per cent
Men	43	100	8	18.6
Women	24	100	7	29.1
Total	67	100	15	22.4

In Table II will be found the extent of the training of the 67 teachers of the study as far as degrees are concerned. All the teachers hold the bachelor's degree; but only 22.4 per cent have earned the master's degree. A greater percentage of women, 29.1, than men, 18.6, have obtained the master's degree. This is probably due to the army's interruption of the education of many of the men, or to the fact that the men are the chief bread winners and thereby do not get to attend the summer

<sup>2</sup>Campbell, Doak S. The Education of Secondary School Teachers.  
p. 18.



sessions as regularly as the women, many of whom are married.

Adsit<sup>3</sup>, who made a similar study in the state of Louisiana, found that practically all the teachers in the schools that he surveyed had the bachelor's degree, but that only 8.3 per cent had the master's degree.

Austin<sup>4</sup> found that of the 86 principals used in his study, only 59.3 per cent had the bachelor's degree. In this same study he found that no elementary principal had a master's degree, and less than 50 per cent of them had bachelor's degrees. Thirty-two of the principals were high school principals, and 84 per cent of them had a bachelor's degree, while only 7 or 21.8 per cent had the master's degree.

The writer found that all the teachers had 14 or more high school units, and also that many had done work leading to the master's degree. Two of the teachers had two master's degrees. None of the teachers had a doctorate degree; however, many had done graduate work beyond the master's degree. Fitzpatrick<sup>5</sup> says that it is a serious question whether the Ph. D. represents the type of scholarship needed in the secondary school. He thinks that the place of the Ph. D. is in the colleges and universities, and in doing research work.

Cooke<sup>6</sup> states that the academic and professional requirements of

<sup>3</sup>Adsit, John R. "The Training, Experience, Teaching Load, and Subject Combinations in Small High Schools of Louisiana." Master's Thesis, Louisiana State University, 1944.

<sup>4</sup>Austin, R. S. "A Comparative Study of the Training and Experience of East Texas Negro Principals." Master's Thesis, Prairie View College, 1944.

<sup>5</sup>Fitzpatrick, Edward A. and Hutson, Percival W. The Scholarship of Teachers in Secondary Schools. pp. 32-33.

<sup>6</sup>Cooke, Dennis H. Problems of the Teaching Personnel. p. 52.



education for Negro teachers do not differ from such requirements and standards for white teachers. He further states that it is generally known that Negro teachers are not so well trained academically and professionally as white teachers.

In North Carolina the Negro rural teachers have an average training of .41 college years, and the Negro city teachers 2.1 college years. The scholastic requirements made for the Negro teachers in North Carolina are relatively low.

The Texas Almanac<sup>7</sup> reports that of 1486 Negro teachers, 1307 or 87.9 per cent have bachelor's degrees, and of 9652 white teachers, 8487 or 87.9 per cent have bachelor's degrees. All of these reports show that the percentage of teachers with the bachelor's degree is considerably lower than that for the two schools used in this study.

Cooke also states that by 1940, an ideal standard would be to require both elementary and high school teachers to have a master's degree.

Many of the teachers had preparation in the special fields in which they were working. Many had the equivalent of two majors or minors. According to Campbell<sup>8</sup>, the special academic requirement for each of the foregoing teaching fields, when expressed in total semester hours, should probably be approximately as follows:

	Semester Hours
English .....	36
Latin or French or Spanish .....	30
Social Studies .....	48

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<sup>7</sup>Texas Almanac, 1945-46, p. 312.

<sup>8</sup>Campbell, op. cit., p. 139.



	Semester Hours
Mathematics .....	18
Science .....	42
Home Economics .....	54
Agriculture .....	54
Commercial Education .....	54
Trade Training .....	54
Health and Physical Education .....	54
Music .....	54
Art .....	54

The 18 semester hours of mathematics are based on three units of entrance credit, and the 30 semester hours of foreign language are based on two units of entrance credit with 24 hours as a minimum.<sup>9</sup>

TABLE III. NUMBER OF TEACHERS TEACHING IN THEIR FIELDS OF MAJOR SPECIALIZATION

Staff members	Number Teaching in Major Field		Number Not Teaching in Major Field	
	Number	Per cent	Number	Per cent
Men	25	58.1	18	31.9
Women	12	50	12	50

According to the data taken from the questionnaire, many startling facts were revealed. Table III shows the number of teachers teaching in the fields of their special preparation. It probably has some

<sup>9</sup>Ibid., p. 139.



errors due to the requirements stated above for majors and the requirements of the various colleges for majors. There is no universal agreement on what or how many semester hours constitute a major and a minor. Another error is probably due to the information received from the questionnaire. Many teachers had forgotten the exact number of hours they earned while in college, and therefore made a conservative estimate.

The North Central Association of Colleges and Secondary Schools<sup>10</sup>, when asked to specify how many hours constitute a minor, fell back on the colleges for a definition of a minor and the colleges defined a minor as "consisting of a minimum of ten semester hours."

There is a great disagreement on the subject of majors and minors. Campbell<sup>11</sup> says that there is no minor in teaching. There is the belief that teachers should be trained to teach science instead of special fields, such as biology or chemistry or physics. In Arkansas, Florida, Kentucky, Oregon, Ohio, Minnesota, North Dakota, Virginia, West Virginia, and Pennsylvania the state universities have provided majors in the social studies covering the pertinent fields of history as well as political science, economics, and sociology.<sup>12</sup>

The teachers used in this study, if the foregoing requirements are acceptable, are at least teaching in their minor field for the most part.

#### Professional Preparation

Troyer and Pace quote Jensen in outlining the aims and purposes

<sup>10</sup>"The North Central Association Quarterly", Vol. IV, June, 1929, p. 80.

<sup>11</sup>Campbell, op. cit., p. 136.

<sup>12</sup>Ibid., p. 137.



of courses in education. They are as follows:

(1) the introduction of the prospective teacher to his profession in such a way that he will see education "as a whole" from the very first, (2) the individual-guidance process for all students planning on going into education, (3) providing the necessary experience that will enable the student to make a reasonable selection of education as a life career, (4) acquainting the student with personality qualifications necessary or desirable in teachers, (5) using the history of education in interpreting past, present, and possible future trends, (6) acquainting the student with the major objectives of education, and (7) examining the philosophic bases upon which the process of education is grounded.<sup>13</sup>

In the definition of terms, professional education not only includes courses taken in colleges and universities, but the membership in professional organizations, the reading of professional literature, membership in learned societies, authorship of professional books and literature, and travel and visits educational in nature.

The courses as outlined in the introduction under the definition of terms include courses in the history and principles of education, educational administration and supervision, educational psychology, methods of teaching, practice teaching, guidance, mental hygiene, pupil activities, library training, curriculum making, statistics, educational measurements and others.

The survey of the teachers revealed that they had done considerable work on the professional level. The Texas School Laws<sup>14</sup> require that a high school teacher must have courses in education, some of which are in the secondary level. This minimum of four courses includes at least

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<sup>13</sup>Jensen, Harry T. "Selecting Aims and Purposes of the First Course in Education," Educational Administration and Supervision, XXVIII (September 1942), pp. 401-13.

<sup>14</sup>Public School Laws of the State of Texas. State Department of Education, Austin, Texas. No. 463, 1945, p. 186.



one in methods, observation of methods, and practice teaching. One of the above courses must bear upon the teaching of high school subjects. These requirements in themselves compel the teachers to take some of the courses described as professional courses. The average number of semester hours of these professional courses of the teachers in these two high schools of this study is 35.9.

Membership in professional organizations as outlined by Umstaddt<sup>15</sup> improves a teacher's service to society, enables him to grow and thereby aids him in meeting his obligations effectively. Of the 67 teachers studied, 38 are members of the National Education Association, 20 are members of the American Teachers Association, 40 are members of the Colored State Teachers Association, and 25 are members of the North Texas Teachers Association. There were 50 teachers who held membership or at least subscribed to the literature in their subject-matter field.

All of the teachers of this study who are members of the organizations above stated that they read the professional literature. All of the teachers had read one or more books within the last twelve months that were considered professional. Only two teachers had written articles that had been published in professional journals.

In the Cooperative Study of Secondary School Standards<sup>16</sup>, the authors rate the teachers according to the number of semester hours of professional courses they have had. The number of semester hours of professional preparation is the total of all the graduate and under-

<sup>15</sup>Umstaddt, J. G. Secondary School Teaching. p. 475.

<sup>16</sup>Cooperative Study of Secondary School Standards. 1940 Edition. p. 17.



graduate work listed under professional preparation. As previously stated the average number of semester hours of the teachers of this study was 35.9. According to Table IV the average rating of the teachers is 4.

TABLE IV. THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS' SCHEME OF RATING TEACHERS

Number of semester hours of professional preparation	Rating
0-9	1
10-17	2
18-29	3
30-43	4
44 or more	5

#### Certification Requirements

All of the teachers of the study had permanent high school certificates. To acquire these certificates the Public School Laws of the State of Texas have made the following rulings:

A permanent high school certificate shall be granted to a student who has satisfactorily completed a four year course, leading to a degree, in a Texas State Normal College or in any university, senior college or normal college, classified as first class by the State Superintendent, provided that the work shall include four courses in education, one of which shall bear upon high school teaching, and one of which shall consist of study of methods, observations of methods, and practice in teaching.<sup>17</sup>

Ten of the men teachers and eight of the women teachers received

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<sup>17</sup>Public School Laws of the State of Texas, 1945. Article 2663b-1, Section 4, p. 27.



their first degree in other states. These teachers, if they were not teaching prior to September 1, 1930, had to take a course in Texas and Federal Constitutions. These laws were not retroactive, but required all tax supported State educational institutions that award degrees to add courses leading to six hours of credit in the government of the State of Texas or of the United States of America, or the equivalent in both, or shall have completed at least three hours of said credit in Government and at least three in a course in Military Science. The certificates granted by the State are temporary and permanent.

The state requirements for secondary school certificates, from the report by Campbell<sup>18</sup>, is as follows:

I. High School Permanent Certificate

A. Graduation from four-year course in normal school, college, or university classified as first class by the State Superintendent of Public Instruction.

B. Academic requirements:

1. Majors and minors specified
2. Constitution of the United States and Texas, two semester hours

Note: This credit must be earned in a Texas college. It may be earned by correspondence with an accredited senior college.

C. Professional requirements:

1. Four courses in education, 24 semester hours
2. Methods, observation, and practice teaching, 6 semes-

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<sup>18</sup>Campbell, op. cit., p. 191.



ter hours, 2 semester hours of which must be secondary. Total of 8 semester hours of high school education.

### Experience and Tenure

The National Survey of the Education of Teachers<sup>19</sup> reports that there is a tendency for city school systems to demand some teaching experience as a prerequisite to appointment. This survey further reveals that 58.5 per cent of 1,470 cities having more than 2,500 population did not specify experience as a prerequisite for appointment as a teacher; 18 per cent required one year of experience; 22.4 per cent two years; and 1.1 per cent more than two years. In Texas the average number of years of teaching experience of secondary school teachers for the school year 1930-31, in cities whose population is more than 100,000, is seven.

The writer found the number of years of teaching experience that the teachers had in their present position, the number of years in other Dallas schools, the number of years in other schools and colleges, and the number of years spent in other gainful employment. One requirement for appointment in this system is two years of teaching experience; however, this rule is not strictly adhered to. There is a tendency to waive this ruling, probably for economical purposes.

Table V reveals that the average number of years spent teaching in these high schools, of which the study was made, is greater than that

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<sup>19</sup>National Survey of the Education of Teachers, No. 10, Vol. II, 1935, pp. 28-29.



for the State, which is seven years. The women teachers had a greater average than the men teachers in the elementary schools. This is because the greater number of elementary teachers is women, and many of these elementary teachers were transferred to the high schools during the shortage of teachers. The average of the total number of years of teaching is greater among the women than men. This is probably due to the conscription of men for the army during World War II. Too, some men temporarily left the teaching field to earn higher pay in industry.

TABLE V. TEACHING EXPERIENCE IN VARIOUS SCHOOLS AND COLLEGES

	Average number of years in Dallas schools		Average number of years spent in other schools		Mean years of teaching experience
	High	Elementary	Schools	Colleges	
Men	8.4	.88	4	.66	10.7
Women	8.7	3.3	1.3	.76	13.8

Cooke<sup>20</sup> says that turnover, tenure, and transiency are used frequently to express permanency of position in teaching. He further states that tenure in the United States is very unstable, and that thousands of teachers leave the profession each year. Additional thousands change positions each year. The rate of turnover is greater in the elementary schools than in the high schools, and greater in the rural schools than in the cities. The changes or shifts are probably due to the difference in salary scales that was prevalent before the last war. Since enactment of the one salary scale, it remains to be seen if this condition still

<sup>20</sup> Cooke, op. cit., p. 77.



exists. The salaries of high school teachers are often higher than those of elementary school teachers and city teachers often earn more than rural teachers. However, the tendency toward the equalization of salaries may reduce the differential in turnover.

Cubberly states that:

Compared with employees in other kinds of work, the school teacher, under the annual election plan, is not accorded the tenure of position given to steam or railway employees, general business employees, policemen, firemen, or government clerks. None of these have to apply over and over for positions they have been filling acceptably. So long as these persons render efficient service they retain their places, and when they cease to do so, they are first warned, and then perhaps transferred to a less important position, and finally dropped.<sup>21</sup>

Cooke<sup>22</sup> again found that in 1931, teachers had an average of five years of teaching experience. This experience ranged from two years in Mississippi to nine years in Indiana, and that the average length of total teaching experience for the teachers in service is 8.14. There are no laws governing the tenure of teachers in Dallas. But the 8.5 years average for teachers in this study is comparable with that of Texas as a whole, which was seven years.<sup>23</sup>

Non-teaching experience was very low among the teachers. The women averaged 1.1 years, and the men averaged 1.3 years. It is the opinion of the author that the teachers did not report all of the non-school experience that they had had. This experience included all types

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<sup>21</sup>Cubberly, E. P. Public School Administration. p. 212.

<sup>22</sup>Cooke, op. cit., pp. 80-81.

<sup>23</sup>Texas Almanac, op. cit., p. 364.



of employment, from bell-boy in hotels to dietitians in leading hospitals. Many of the men teachers had served in both World War I and World War II.



## CHAPTER III

## TEACHING LOAD AND SUBJECT COMBINATIONS

## Factors Determining the Teacher's Load

The total number of pupils divided by the total number of teachers is no longer considered the teaching load, neither is the pupil-clock-hours per week technically considered an adequate definition of teacher load. Douglass defines teacher load thus:

Teaching load takes into consideration the number of pupils in the teacher's classes, the subject taught, the number of class periods taught, the amount of duplicate preparation for different sections of the same class, the amount of time spent in non-teaching school activities, and the length of the class period.<sup>1</sup>

The problem of teaching load requires further research. Jacobson and Reavis<sup>2</sup> state that the research which has been done shows that class size for 1935-1936 has decreased in the elementary school and increased in the junior and senior high schools when comparisons are made with conditions five years earlier. Class size should not be confused with teaching load since teaching load is computed as a result of many other factors.

The enrollment in the elementary school has decreased in the last decade and increased in the secondary schools.<sup>3</sup> This is probably

<sup>1</sup>Douglass, Harl R. Organization and Administration of Secondary Schools. p. 114.

<sup>2</sup>Jacobson, Paul B., and Reavis, W. C. Duties of School Principals. p. 500.

<sup>3</sup>Department of Commerce. Statistical Abstract of the United States. Washington, D. C., 1947. p. 129.



due to many contributing factors, one of which is the decrease in the number of births for that period. Another reason why the high schools increased in enrollment is probably that the consolidation of schools and the provision for bus service made schools more easily accessible to the rural youth. Many of these pupils would never have attended a high school if the state had not provided the transportation. The G. I. Bill of Rights accounts for some of the overcrowded conditions in many of the high schools.

The elementary enrollment will probably tend to increase because the birth rate has increased and many of the war babies will be going to the elementary schools in the near future. In 1935, in the United States, the number of births was 2,155,105; but in 1945, the number of births was 2,735,446.<sup>4</sup>

It is impossible to state with any confidence a general rule for practice in the matter of assigning sections requiring duplicate preparation. In the interest of effective teaching, care should be taken that the instructor is not given an excessive number of classes daily. Douglass<sup>5</sup> states that the teaching load in elementary and high schools is too great. The average teaching load in the high schools measured in terms of sections taught has diminished from approximately six to approximately five. Yet in many cases this reduction has been compensated for by the increased responsibility for the extra-curricular program of the school. A teaching load of six sections daily should be regarded as a

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<sup>4</sup>Ibid., p. 129.

<sup>5</sup>Douglass, op. cit., p. 114.



maximum and is to be avoided wherever possible. An assignment of five classes daily should carry with it little or no study-hall or other extra-class duties. In other words, the daily teaching load, including cooperations, should not exceed the equivalent of five sections daily.<sup>6</sup>

In order to measure a teacher's load, it is necessary to know the number of sections, the number of pupils taught daily, the number of different preparations, the amount of time required for cooperations -- study-halls, activities -- and the length of the class period. There is a tendency to consider activities which are most consumptive of time as part of the regular teaching assignment.

Douglass,<sup>7</sup> formula for computing teacher load is as follows:

$$TL = \left[ CP - \frac{2D}{10} + \frac{NP - 20CP}{100} + \frac{PC}{2} \right] \left[ \frac{PL + 55}{100} \right]$$

This formula is reducible to the following formula:

$$TL = \left[ \frac{8CP + .1NP - 2Dup + 5PC}{10} \right] \left[ \frac{PL + 55}{100} \right]$$

TL means teaching load units.

CP means the number of class periods taught weekly.

D or Dup. means the number of class periods taught weekly which are duplicates of an original class.

PC means the number of class periods spent in co-ordinations: study-halls, activities, homerooms, clerical or other duties.

NP means the number of pupil-periods taught weekly.

PL means the length of the period in terms of minutes.

When worked out, this formula will show the relative burden car-

<sup>6</sup>Cooke, Dennis H. Problems of the Teaching Personnel. p. 224.

<sup>7</sup>Douglass, op. cit., p. 109-12.



ried by an individual teacher. The teaching load (TL) is furnished in units, each of which is theoretically equivalent to teaching one class which requires preparation, in which there are twenty pupils, a period of forty-five minutes.<sup>8</sup> The Cooperative Study of Secondary School Standards<sup>9</sup> uses a variation of this formula. The subject coefficients assigned are roughly proportional to the amount of preparation and grading of papers involved in the teaching assignment.

TABLE VI. SAMPLE OF COMPUTATION OF TEACHER LOAD FOR AN INDIVIDUAL TEACHER

Name of course	Number of pupils enrolled	Number of periods per week	Product (2) and (3)
(1)	(2)	(3)	(4)
Geometry 1	30	5	150
Geometry 2	31	5	155
Trigonometry	20	5	100
Geometry 2	28	(5)	140
Geometry 2	35	(5)	175
Totals: B =		25	A = 720

In Table VI, all classes are encircled that are the same or similar in preparation: for example, if there are two geometry classes, involving practically the same preparation as some other section. In this case, the last two geometry 2 classes must be encircled because they are the same as the second class reported in the table.

<sup>8</sup>Douglass, loc. cit.

<sup>9</sup>Cooperative Study of Secondary School Standards. pp. 72-73.



## COMPUTATION FORM

## 1. Duplicate Preparation:

Give the sum of the figures encircled  
and enter it in C's blank.

$$C = 10$$

## 2. Subject Taught:

English, science, social  
studies ..... .011  
Mathematics, foreign  
language, commerce ..... .010  
Arts and crafts, homemaking,  
agriculture ..... .009  
Music, physical education . .008

D

## 3. Other Activities:

a. Mathematics club 1  
b. Homeroom 2  
c. Guidance duties 1  
Total number of  
periods spent  
each week ..... E = 4

## 4. Length of class periods in

minutes ..... 53  
Add 55 55  
Sum F = 108

A .....	720
B .. $25 \times 80 =$	2000
Sum =	2720
C .. $10 \times 20 =$	200
Difference =	2520
D .....	.010
Product =	25.20
E ..... $4 \div 2 =$	2
Sum =	27.20
F .. $108 \div 100 =$	1.08
Product =	29

The teaching load of 29 is computed to the nearest whole number.

This number shows the relative burden carried by this teacher and may be instrumental in causing the load to be reallocated. Whether the load is too heavy or too light depends upon its relation to what is done in other schools.

In the study of the two Negro high schools of Dallas, Texas, the author worked out the teaching load of each of the sixty-seven teachers similarly to the sample in Table VI, and found the mean average to be 32.6 for the women and 33.1 for the men. The difference between the two figures is probably due to the extra duties that the men have in connection with the athletic program.



Barton<sup>10</sup>, in making a study of the white junior high schools of Washington, D. C., found that the average teaching load is considerably below the average for the country at large. Adsit<sup>11</sup> also found in his study of 484 teachers in 162 schools in Louisiana that the teaching load was not excessive in comparison with other schools of the nation.

The author found that of the 67 teachers, nine were teaching in related fields, twelve were teaching in unrelated fields, and the other 46 were teaching in the same field. The broad fields in the high schools studied might be called the language arts: English, speech, and journalism; the foreign languages: Latin and Spanish; the social studies: history, civics, and economics; the natural sciences and mathematics: general science, biology, physics, chemistry, general mathematics, algebra, geometry, trigonometry, and business arithmetic; the fine arts: music and art; the industrial arts: home economics and wood shop; and physical education and health. A teacher of Spanish was found to be teaching general science. A teacher of shop was found to be teaching health, while a teacher of English was teaching Latin and history. One mathematics teacher had a class in health. These findings are similar to those of Adsit<sup>12</sup>, who found in his survey of the schools of Louisiana that the subject-combinations varied and showed no tendency toward uniformity.

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<sup>10</sup>Barton, Charles Edwin. "The Teaching Load of Junior High School Teachers in Washington, D. C." Unpublished Master's Thesis, George Washington University, 1940.

<sup>11</sup>Adsit, John R. "The Training, Experience, Teaching Load, and Subject Combinations of Teachers in Louisiana." Unpublished Master's Thesis, Louisiana State University, 1944.

<sup>12</sup>Ibid.



TABLE VII. AVERAGE TEACHING LOAD OF THE TEACHERS IN THE VARIOUS DEPARTMENTS

Department	Men	Women	Average Teaching Load		
	Number	Number	Men	Women	Total
Mathematics	9	1	36	33	34.5
English and Journalism	11	4	34	33	33.5
Social Studies	8	2	35	36	35.5
Science	4	0	36	0	36
Commerce	1	2	35	32	33.5
Foreign Languages	4	4	30	34	32
Industrial Arts	3	4	26	26	26
Fine Arts	2	2	31	29	30
Health and Physical Education	2	4	51	47	49

Cooke<sup>13</sup> says that English teachers frequently complain of an excessive load, due to the large number of themes, compositions, and other papers to be graded; science teachers complain of the excessive number of hours that must be given to laboratory work. These two conditions may be remedied by giving the English teacher one less class to teach and permitting the science teacher to count two laboratory periods as equivalent to one instructional period.

The loads of teachers of physical education and health, and of science in Table VII are heavier than any of the others. In this particular study, the science teachers count the laboratory period as a sep-

<sup>13</sup>Cooke, Dennis H. Problems of the Teaching Personnel. p. 224.



arate period, and therefore their teaching load is greater than the average teacher's. The extra heavy load of the physical education teachers is easily understood in this case. The classes average about forty or fifty pupils and the teachers in this particular study are connected with the athletic program which necessitates their giving many extra hours of their time. All of this makes the teaching load larger when it is computed according to the system used in this study.



## CHAPTER IV

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This investigation has attempted to present some significant data concerning the status of the 67 teachers of the Booker T. Washington and Lincoln High Schools of Dallas, Texas. As far as the author has been able to ascertain, no previous studies of the status of the teachers has been made. The following information was found:

1. All of the teachers had either the bachelor of arts or the bachelor of science degree.
2. Forty-four teachers graduated from private colleges, thirteen graduated from agricultural and mechanical colleges, and ten graduated from state colleges.
3. Eight men and seven women had the master's degree. The per cent of teachers with the master's degree is 22.4.
4. That the teachers had an average of 35.9 semester hours of credit in professional courses.
5. Thirty-eight of the teachers are members of the National Education Association, 20 are members of the North Texas Teachers Association, and 40 are members of the Colored Teachers Association.
6. That all the teachers who are members of the organizations named above stated that they read the professional literature of these organizations.
7. That all the teachers had permanent high school certificates.
8. That the men had an average of 8.4 years, and the women had 8.7 years, of experience in their present positions.



9. That the average number of years of teaching experience in all schools is 10.7 for the men and 13.8 for the women.
10. That the average teaching load for the teachers is 33.1 for the men and 32.6 for the women.
11. That nine teachers were teaching in related fields, twelve in unrelated fields, and the other forty-six in the same field.
12. That the teaching load for the teachers of health and physical education was 49, and that for science and social studies were 36 and 35.6, respectively.

#### Recommendations

The author, in the light of his findings and his reading, wishes to make the following recommendations:

1. That a master's degree be required for appointment in the Dallas high schools.
2. That each teacher be placed in the field of his major or minor.
3. That all the teachers be encouraged to join the professional organizations which contribute to their efficiency as teachers.
4. That the teachers who teach in more than one field be placed in related fields.
5. That the teaching load be more evenly distributed.



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## APPENDIX



This questionnaire was given to each of the sixty-seven teachers to fill out and return to the author.

### PREPARATION

#### 1. College Attendance

Name of institution	State	Dates of Attendance	Degree	Date of Degree
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

#### 2. Experience

##### a. School Experience

Position	Name of School	City or County	State	Dates	Number of Years
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total school experience \_\_\_\_\_

##### b. Non-School Experience

Position	Name of Organization	City or County	State	Dates	Number of Years
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Total non-school experience \_\_\_\_\_



## 3. Academic Preparation

Subjects	In secondary school		In college or university	
	Units	Semester* hours	Undergraduate semester hours	Graduate semester hours
English	_____	_____	_____	_____
Foreign Languages				
Latin	_____	_____	_____	_____
Spanish	_____	_____	_____	_____
French	_____	_____	_____	_____
German	_____	_____	_____	_____
Others	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Science				
Biology	_____	_____	_____	_____
Chemistry	_____	_____	_____	_____
Physics	_____	_____	_____	_____
Others	_____	_____	_____	_____
Social Studies				
History	_____	_____	_____	_____
Geography	_____	_____	_____	_____
Sociology	_____	_____	_____	_____
Economics	_____	_____	_____	_____
Government	_____	_____	_____	_____
Others	_____	_____	_____	_____
Physical Education and Health	_____	_____	_____	_____
Music and Art	_____	_____	_____	_____
Homemaking	_____	_____	_____	_____
Agriculture	_____	_____	_____	_____
Commerce	_____	_____	_____	_____
Shop Work	_____	_____	_____	_____
Philosophy	_____	_____	_____	_____
Psychology	_____	_____	_____	_____
Other Courses	_____	_____	_____	_____

Total semester hours \_\_\_\_\_

\*In the secondary school a unit is equivalent to six semester hours. From Evaluative Criteria.



## 4. Professional Preparation

Subjects	College or university	
	Undergraduate semester hours	Graduate semester hours
History of Education	_____	_____
Principles of Education	_____	_____
School Administration	_____	_____
Supervision	_____	_____
Educational Psychology	_____	_____
Methods of Teaching	_____	_____
Practice Teaching	_____	_____
Guidance	_____	_____
Educational Measurements	_____	_____
Curriculum Making	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total	_____	_____

## IMPROVEMENT IN SERVICE

## Membership in Organizations

Professional

Non-Professional

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### Authorship

What books or magazine articles have you written?

Title	Magazine or Publisher	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Reading

What books have you read within the last twelve months?

Professional	Non-Professional
_____	_____
_____	_____
_____	_____
_____	_____

What magazines do you read regularly?

Professional	Non-Professional	In Teaching Field
_____	_____	_____
_____	_____	_____
_____	_____	_____







## COMPUTATION FORM FOR TEACHER LOAD

A	.....		
B		x 80	
Sum =			
C		x 20	
Difference =			
D	.....		
Product =			
E		÷ 2	
Sum =			
F		÷ 100	
Product =			